

GRADE 4 PA CORE STANDARDS ELIGIBLE CONTENT

	E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.
	E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.
	E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
	E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.
	E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
	E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.
	E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	E04.C.1.1.2: Provide reasons that are supported by facts and details.
	E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.
	E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
	E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.
	E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
	E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.
	E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.
	E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.
	E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.
	E04.D.2.1.1: Choose words and phrases to convey ideas precisely.
	E04.D.2.1.2: Choose punctuation for effect.
	E04.D.2.1.3: Choose words and phrases for effect.
	E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a

	situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
	E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
	E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
	E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.
	E04.D.2.1.1: Choose words and phrases to convey ideas precisely.
	E04.D.2.1.2: Choose punctuation for effect.
	E04.D.2.1.3: Choose words and phrases for effect.
	E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).
	E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).
	E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	E04.D.1.1.5: Form and use prepositional phrases.
	E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
	E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
	E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.
	E04.D.1.2.1: Use correct capitalization.
	E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.
	E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.
	E04.D.1.2.4: Spell grade-appropriate words correctly.